DOCUMENT RESUME

ED 427 559 FL 801 293

| | |
|---|---|
| TITLE | Celebrating International Women's Day, March 8. A Curriculum Sample. Women's Issues Series, Vol. I. |
| INSTITUTION | Refugee Women's Alliance, Seattle, WA. |
| SPONS AGENCY | Laubach Literacy International, Syracuse, NY. |
| PUB DATE | 1996-00-00 |
| NOTE | 10p. |
| PUB TYPE | Guides - Classroom - Teacher (052) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Adult Education; *Advocacy; Class Activities; *English (Second Language); Feminism; Immigrants; Instructional Materials; *Leadership Training; Parent Education; Program Development; *Public Speaking; *Refugees; Second Language Instruction; Skill Development; Speech Skills; *Womens Education |
| IDENTIFIERS | Refugee Womens Alliance |

ABSTRACT

The Refugee Women's Alliance, a nonprofit organization helping refugee and immigrant women achieve self-sufficiency in the United States, has developed a class integrating English-as-a-Second-Language (ESL) instruction and discussion of family issues, child-rearing, and related problems in a new cultural context. The project focuses on developing women's leadership, decision-making, and advocacy skills. The material presented here includes a sample of lessons and activities used to prepare learners for celebration of International Women's Day. It includes: tips for including students in the planning process to practice leadership skills; classroom activities to help students prepare for the event, including making a presentation; and stories written by women participating in the Refugee Women's Alliance program. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 427 559

WOMEN'S ISSUES SERIES
VOL I

# CELEBRATING INTERNATIONAL WOMEN'S DAY
## March 8

### A Curriculum Sample

**Developed by Refugee Women's Alliance**
**Seattle, Washington**
**Spring 1996**

**This project was made possible by a grant from:**
**Laubach Literacy International**
**Women in Literacy/USA Project**
**Syracuse, NY**

FL 801 293

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Sa Wilkes

# Introduction

The Refugee Women's Alliance (ReWA) is a non-profit, community-based organization with the mission of helping refugee and immigrant women achieve self-sufficiency through networking, educational, and support services. Located in the Rainier Valley of Southeast Seattle, ReWA serves more than 700 women and their families each year. Services at the center include: English as a Second Language, Family Literacy, on-site childcare and early childhood education, parent education workshops, advocacy and support for victims of domestic violence, batterers treatment, resource, and referral.

In 1994, ReWA received funding through Laubach Literacy International Women in Literacy/USA project to expand its Family Talk Time model to include leadership and advocacy skills development. The learners in the Family Talk Time class practiced their leadership skills by organizing the first annual International Women's Day event at ReWA and developing a survey to improve ReWA's ESL program. To build on the success in the first year of partnership with Laubach, learners in the ESL program organized a second International Women's Day celebration. In addition, a bi-annual newsletter was produced, and study groups were set up to provide instruction on topics that learners had identified in the survey such as Driver's Education and Citizenship.

This booklet provides a sample of lessons and activities used to prepare learners for International Women's Day. It includes:

- Tips for including students in the planning process to practice leadership skills.
- Classroom activities to help students prepare for the event including making a presentation
- Stories written by women at ReWA .

This collection is not a complete curriculum, but a compilation of suggested activities. It can be used as a starting point for other programs interested in developing an International Women's Day celebration.

# Section I: Planning an International Women's Day Celebration

International Women's Day is celebrated on March 8 in a number of countries around the world. The very first International Women's Day reportedly started from a strike of women workers in Chicago, USA in 1909. A number of years later, women from many countries held a conference to talk about achieving rights for women.

## PLANNING:

At ReWA, the students participated in the planning process for the event. Below are some descriptions of activities that students can do in class. One class may wish to take on the role of the planning committee or a separate committee can be made up from the student body.

### I. Publicity

Let others know about the event either within or outside the program.

- Design an invitation or flyer.
- Design a poster.
- Invite guests over the phone.
- Make a presentation to other classes within the program.

**Designing an invitation or poster**

Students can:

- Decide who to invite or where to post the flyer/poster.
- Compose the text of the invitation or poster.
- Design or decorate the invitation or poster.
- Print and mail the invitations or distribute the flyer.

**Inviting guests over the phone**

Students can brainstorm who to invite. The list could include:

- Funders
- Board members
- Community members
- Volunteers

1. Students decide what to say on the phone about International Women's day. Discuss differences between talking to a person and leaving voice-mail or a message. Play a tape of an answering machine if possible.

2. Role-play the conversations in class.

3. Students rehearse by calling each other at home.

4. Students rehearse leaving messages on the teacher's home phone. If possible, bring the tape back to class for students to hear themselves.

5. Students make the real calls.

### II. Decorations and supplies

- Decide on location. Make reservations if necessary.
- Brainstorm decorations and supplies needed (e.g. refreshments needed, type of decorations, who will be responsible for each part).

### III. Agenda

- Decide what the content of the celebration should be.
- Collect a list of ideas from participants.
- Decide on the order of events and inform the participants.
- Choose a facilitator for the event.

## Section II: Classroom Preparation Activities

**Making collages or wall displays**

Choose a theme for the collage or display. It could be the many things that women do, their talents, their challenges, or a comparison of women in different countries. Draw pictures and write captions or select magazine pictures and label them. Include these collages as decorations the day of the celebration.

**Writing Stories**

Students write stories or bring pictures of important women in their lives to share with the class. Other possible topics include: a comparison of the role of women in their home country and in the U.S., or a description of the typical day for many women.

**Brainstorming**

Students can brainstorm how to complete these sentences about women:

*Women can* _____.

*Women are* _____.

*Women are strong because* _____.

*In my country women* _____ *but in the U.S. women* _____.

**These sentences can be used for further literacy activities.**

- Write the words on individual index cards so students can reorder the sentences.
- Type up the brainstorm and ask students to circle repeated words.
- Write each sentence on a separate strip and have students put the strips in order.
- Ask students to make an oral presentation out of the sentences. Students can order the sentences any way they like and rewrite the text. A small group or whole class practice performing the sentence by saying them in chorus or having individual students repeat the sentences they particularly like.

**Definitions**

Read or develop a definition of International Women's Day.

## PREPARING PRESENTATIONS FOR THE DAY OF THE EVENT:

As part of the International Women's Day Celebration at ReWA, students made presentations individually and in small groups.

**A presentation could be:**

- A skit or demonstration of a special talent or skill.
- A song or dance
- A story (either a personal story or a story about women)
- A short description of an object from your culture

**Preparation questions for making a presentation**

Planning and preparation for the presentations can take place in class and provide excellent material for language learning and development. Having decided what they would like to present at the event, students can discuss the following questions in small groups. Students can also practice literacy skills by writing about their chosen area using the questions as writing prompts.

**Clothing**

1. What is the clothing made of ?
2. Who made it? or where did you get it?
3. How long does it take to make?
4. When do you wear this clothing in your country?
5. Who wears this kind of clothing in your culture?

**Food**

1. What is the name of the dish?
2. What are the ingredients?
3. When do you eat this food in your country?
4. Is it easy or difficult to make?
5. How long does it take to cook?
6. How do you cook it?

**An Object**

1. What is the object used for? What is the name of the object?
2. What is it made of ?
3. Who made it? or where did you get it?
4. What does this object show about your culture?

**Dancing**

1. What is the name of this dance in your language?
2. When do people in your culture do dancing like this?
3. Who can do this dance in your culture?
4. Why did you choose this dance to show your culture?

**A Song**

1. What is the name of the song in your language? Does this have a meaning in English?
2. What is the song about?
3. Who sings this song in your culture?
4. When do you sing this song in your culture?
5. Why is this song a good song to represent your culture or women from your culture?

## Section III: Special and important Women

### Stories by Family Talk Time Participants

**My Mother**
by Elsa

My greatest hero is my mother. Her name is Taberh Tecle. She lives in Eritrea. She carried me in her womb for 9 months and delivered me to this new world. She fed me from her breast milk and took care of me. She taught me how to speak my mother language Tigrigna. She is one of the greatest because she is the mother of 12 children. When the enemy came to our town and killed our people she took me 60 kilometers away to save our lives. Isn't she a hero who saved me from becoming a victim?

**A Story About My Mom**
by Phuong

Today is International Women's' Day. I want to write about my mom. Her name is Nga. She help me a lot. She taught me Vietnamese stories, the alphabet, how to cook. She takes care of the baby for me now. I love my mom the most.

**Lan**
by Phuong

The name of a special woman is Lan. The first time me and my family came to the United States, she helped us to rent a house, found a school for my sisters and brothers and found a job for me. She also taught me how to drive and any problems with English. When we called to ask her for help she was always so nice. She explained all problems to us.

Every weekend she came to my house for about 2 hours to help my sisters and brothers with reading and pronunciation. She talked about how to live in America. The best thing was, she gave us ideas. She was a very kind woman. Me and my family always remember her. She lives in California in the same city I used to live.

**A Story About My Teachers**
by Tuoi

Their names are Miriam and Alysan. When I came to the U.S. nobody helped me. My life has to depend on the government. The government allowed me to go to school so I have met two teachers who are Miriam and Alysan. They have taught me a lot about English, given me advice and some other things too. Today is International Women's' Day. I want to express gratitude to my teachers. I want to write about them because they are special women for me.

**Margarita**
by Josefina

She is a Mexican woman. She has been in Seattle for many years. She is also my husband's auntie. She works in the airport she is a maintenance supervisor.

When my husband and me came to Seattle, we lived with my brother-in-law for four months. When we found an apartment we didn't have anything, only an air bed and a blanket and I was pregnant. The next day she came with many things for our new home. Over a period of time she gave us all the furniture.

When Jessica was born she was present to interpret for me because didn't speak any English. She didn't have children and she loves Jessica like her own. When I have a problem I call her and she helps me. She always has a good humor and she makes me feel good. Most of the time we go together to many places.

**My Mother**
by Maria Gloria

My mother is Maria Ruiz, she lives in Cd Juarez, Mexico. She is the best mother because she taught her sons and daughters to be honest and she was a great support for my father. She never struck us because she always spoke with us. She sent her 6 daughters and 9 sons to study in the University although she didn't have any education. She is the best mother and friend for me because she is with me when I need help. I never see a quarrel between my father and my mother. I admire my mother forever.

**A Heroine**
by Kuseng

My mother is a very good mother for all of my family. She told us about the good things you can do. She also teaches us about how you can talk to people. Everyday my mom teaches me to respect people and we are all happy. My mom and me are very close. I was thinking of going to the USA and first I asked my mom. She said I should go.

I remember my mom taught me all about how to talk. I miss my mom so much. When I need my mom she is always there for me. Sometimes she tell me story and I am so happy to listen to my mom story. She is a very understanding mom. She talked to me all the time very gentle. My mother is very special for me.

**My Best Friend**
by Idalia

Her name is Caridad, she is my sister. She lives in Cuba. She is not married. She dedicates much of her time to care for nieces and nephews. She helped me when I had a new baby for a time. She is motherly with children. My sister talks to my mother and this is very good for me because I can't see her. Sometimes I receive a letter from my mother that she dictated to my sister.

**A Story about My Older Sister**
by Hue

My older sister's name is Thanh. She lives in California. I remember a long time ago in Vietnam. When I was small everyday I went to school, I was usually worried and afraid. Sometimes I cried because the first time I went to school as a new student in class.

Everyday she followed me, reassured me. Sometimes she gave me candy and cookies and she promised me if I became a good student she will take me to zoo every week and give me anything I need. I love her very much. Although at present I live far from her, I love her and forever thankful to my older sister for support and guiding me in small life steps.